





## CONTENTS

Sponsors .....	Front Cover
Table of Contents .....	1
Announcement .....	2
Page for Prospective Members .....	3-4
Flint, Michigan, Intermediate and Junior High.....	5-8
Anderson, Indiana, Junior High .....	8
Who Is Managing the Clearing House?.....	9
Miscellaneous Items .....	9-10
Seventeen Ways of Supervising Study.....	11-13
The Six-Six Plan .....	14-16
Interesting Items .....	16
Thirty-Six Junior Highs in Iowa .....	17-18
Results of Questionnaires .....	19
Reviews and Items .....	19-21
An Urgent Call .....	22
Supervised Study as a Project.....	23-34
Complete list of Junior High Schools of the United States .....	37-42
Notes and Reviews .....	42



Published by  
THE JUNIOR HIGH SCHOOL CLEARING HOUSE  
*Eight Times a Year*

*Excluding the Summer Months*  
To be entered as second class matter at the  
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under act of Aug. 24, 1912.



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Page for Prospective Members .....	3-4
Flint, Michigan, Intermediate and Junior High.....	5-8
Anderson, Indiana, Junior High .....	8
Who Is Managing the Clearing House?.....	9
Miscellaneous Items .....	9-10
Seventeen Ways of Supervising Study.....	11-13
The Six-Six Plan .....	14-16
Interesting Items .....	16
Thirty-Six Junior Highs in Iowa .....	17-18
Results of Questionnaires .....	19
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An Urgent Call .....	22
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Notes and Reviews .....	42



## A PAGE FOR PROSPECTIVE CLEARING HOUSE MEMBERS.

The Junior Clearing House is a determined effort to give *one good year* of real vigorous study to the Junior High School problems.

Are 100 Junior High School thinkers doing the same grind as the rest of us to discover what is good? All teachers, all principals, all superintendents and all school systems which are working as single entities should consider the Junior High School from the standpoint of state and national projects. The Clearing House furnishes to its patrons contributions, suggestions, and experiences which could not be collected individually for several hundred dollars, if at all.

Every member of the Clearing House is privileged to contribute his ideas, suggestions, etc., to the central office (1520 Morningside Ave., Sioux City, Ia.) and in return should be willing to answer promptly any requests for information—even in some cases to edit or prepare articles greatly desired by some of its members.

The membership fee is \$2.00. No assessments or other expense can be placed upon members.

It is an attempt to centralize for one year all possible experience and thought concerning the training of children in the "Intermediate" or "Junior High School." It proposes to distribute the benefits of every Junior High summary, investigation, or questionnaire which has been of use to a school or any individual in any way—so that every other school workman may get the result. Advertisements are omitted in order to save space.

It is not a money making proposition; any balance left after one year shall be turned over to the N. E. A. to be used in progressive educational projects. The individual personally responsible for its financial condition and success is S. O. Rorem, Principal of the East Junior High school, Sioux City, Iowa, under the direction of the sponsors named on cover. The Clearing House is to terminate at the end of one year from March, 1920. During this year

eight bulletins of 36 to 60 pages are guaranteed.

The Clearing House is open to everyone who decides to give or receive its good results. Each member and friend is asked to see to it that every one in his school who should be a member is urgently invited to be one.

Respectfully submitted,

S. O. ROREM,

Manager, Junior High Clearing House.  
1520 Morningside Ave., Sioux City, Iowa.

..... 1920.

Enter my name on the membership lists of the Junior High Clearing House, which entitles me to representation in discussions, to all publications, and to all service that may be undertaken by The Clearing House under direction of well known educational thinkers who shall act as sponsors. I inclose Two Dollars (\$2.00) for membership from January 1, 1920 to January 1, 1921, upon the above conditions.

Street .....

Signed .....

City ..... State.....

## DORT JUNIOR HIGH, FLINT, MICHIGAN.

School people who are at present working with administration of Junior High Schools will be glad to have at their disposal the following information concerning the Dort System.

A circular of information regarding the Dort Intermediate School and the Dort Junior High School has come to us in the most complete form of any course of study we have seen. Mr. W. J. Puffer, Principal of the Dort School explains in an accompanying letter, "We have departed from the conventional 6-3-3 plan, for a time at least, to the 6-2-2-2 plan and are trying to arrange our course of study so that each two year period shall be rounded off"

1. All students who expect to enter the Senior High School should plan their work on the basis of studies that will receive credit there.

2. Consult a High School folder containing their Course of Study.

In this folder Senior High School studies are listed, unaccompanied by any letter except the course abbreviation—thus, L-I-5-5; while M 7a-5-5 indicates a Junior High study not given credit for Senior High School graduation.

3. Students planning to attend Normal, College, or University or any special school should consult their entrance requirement folders.

4. The Intermediate School, composed of grades 7th and 8th, will accept for enrollment any student who has completed the work of the sixth grade, or equivalent, and in certain courses, in special cases, students of the sixth grade.

5. The Junior High School, composed of grades 9th and 10th, will accept for enrollment students who have completed the 8th grade in the Flint system of schools, or who have received an 8th grade diploma from any school of accepted standard.

6. A major subject earns five credits per semester. All subjects which earn less than five credits per semester.

ter are called minor subjects. Intermediate students must carry an amount of work which would earn 26 credits per semester, 19 credits with required subjects and 7 with elective. Students are expected to carry 4 major subjects which earn 20 credits and enough minor subjects to total the 26 credits required.

7. The Junior High School students must carry sufficient work to earn 20 credits per semester, 10 credits required and 10 elective. In the 9-1 grade spelling is also required of all students.

8. No graduation exercises are permitted at the end of the eighth grade although they are contemplated from the tenth. For graduation a student must present 118 credits of required work and enough more to total 180 credits. Junior High credits may be reduced to Senior High credits by dividing by ten.

9. Credits are based on the number of hours of recitation per week. A prepared subject carried for one semester five periods per week earns five credits. An unprepared subject one-half the credit of a prepared subject.

10. The student is required to designate the course of his elective work as Academic, Commercial, or Industrial, and except in special cases, to carry the work of one of these courses. Once elected, a subject, of course, must be continued for a semester. Special action is always necessary for any modification of an election.

11. All studies should be carried in the order in which they appear in the course of study, except that the studies of a lower grade may be elected when the credits for that grade have been received.

12. Credits in full are received for each semester's work, except that foreign language election will receive no credit until a full year's work shall have been completed.

13. The greater number of courses are repeated each semester, but the best interests of the school occasionally withhold certain courses.

14. Text books are free but fines are demanded for careless use and for books showing unusual amount of wear.



15. Students are graded according to the number of credits they have received, as follows:

7-B grade. New students and all with less than 20 credits.

7-A " With 20 credits but less than 45 credits.

8-B " " 45 " " " " 75 "

8-A " " 75 " " " " 100 "

9-1 " " 100 " " " " 115 "

9-2 " " 115 " " " " 135 "

10-1 " " 135 " " " " 160 "

10-2 " With 160

16. The Senior High School will allow one-half the credit given in the intermediate school and full credit for any subject of the Junior High which is duplicated in the Senior School.

17. In the Course of Study letters are used to abbreviate the course followed by a figure or letter to indicate the grade of the subject, or figure to indicate the number of recitations per week, and a figure to indicate the number of credits earned per semester.

18. In the Intermediate School Manual Training and Domestic Science classes recite a double period once a week. Pre-vocational classes recite double period each day.

19. Where the required and elective work in any course does not earn the required 26 credits, this total may be obtained by elections from another course provided no requirement is violated.

20. The required work of both the Intermediate and Junior High Schools follows the general city outlines.

21. Student managers, organization presidents, and any student director of an organized student activity, will be given one credit for each semester of creditable work.

22. The students electing the industrial course are expected to complete ten of the pre-vocational subjects in the Intermediate School. Special students will be permitted to continue some of the prevocational subjects as trade courses.

23. Not more than ten credits may be presented in Physical Training toward graduation.

24. Students doing satisfactory work may represent the school in athletic contests, but no students enrolled in the Commercial or Industrial courses may represent the school in any Interschool Contest.

25. Letters are used to indicate the grade of intermediate courses. Figures are used to indicate the grade of High School courses in all required work. Exceptions are listed under proper grade with course of study.

7-B	letter D	Figure 1	9-1
7-A	" C	" 2	9-1
8-B	" B	" 3	10-1
8-A	" A	" 4	10-2

#### ANDERSON JUNIOR HIGH SCHOOL, ANDERSON, IND.

An interesting feature of the program of the Anderson Junior High School occurs in the fact that they organize extra school activities. They include only Seventh and Eighth Grades, the school day being made up of six 60-minute periods including 5-minute passing periods or 55 minutes in the clear. The morning session lasts from 8:30 to 11:25; the afternoon session from 12:30 to 3:25 with conference periods coming from 8:00 to 8:25, 12:20 to 12:30 and from 3:30 to 4:00 o'clock. All class meetings are held on Monday at 3:30. Extra school activities which come at this time are the swimming classes, orchestra, glee club and House of Representatives.

The Anderson Junior High School puts out an interesting publication of thirty pages containing editorials, poetry, news, jokes and departmental information. They call their paper "The Junior News Letter."

Fred C. Whitcomb of Miami University, writing in the Industrial Arts Magazine for April, makes a plea that Manual Training be given more educational value by introducing an element to produce independent thinking, and satisfy a boy's real needs. He accomplishes this through the General Project plan for which he gives an outline in this issue.



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### WHO IS THIS FELLOW AT THE HEAD OF THE JUNIOR HIGH CLEARING HOUSE?

No doubt this question has been in the minds of many more than those who have been frank enough to express it.

Perhaps it will not be unreasonable to answer the question.

In the first place he is a Junior High School principal who is selfish enough to wish to get for himself all that can be obtained concerning Junior High School theory and practice from others who have had longer and more varied experience at school work. Secondly, he is willing to take the financial responsibility of a project which is likely to run far beyond \$1,000.00 in order to get that information for himself and for every other school workman who considers that to be worth \$2.00 when printed into eight or more bulletins of this kind. Thirdly, he is willing to do, without pay or without expectation of remuneration, hundreds of hours of work in the interest of those who become members. Fourthly, he hopes to discover a few hundred more who are willing to partake in the exchange of experience. Fifthly, he makes no promises as to its ultimate value, but hopes that it will be a splendid contribution to educational work.

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The Clearing House now has members in nearly every state in the union.

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A list of Junior High Schools of the United States is published in this issue. If you miss the name of some city where you know there is a Junior High School be kind enough to notify us at once.

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The principal and one teacher of each main subject should be the minimum membership from your Junior High School building.

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Look up the "Clearing House" corner at the N. E. A. Headquarters at Salt Lake next July 4-10.

Keep at your friends until they become members of

the Junior High Clearing House.

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The \$2.00 checks for membership in the Junior High Clearing House are rolling in. Every indication shows that the work will be a splendid success. Practically every state in the union is already represented.

Every step made in connection with this experiment shows that Junior High School people and superintendents of schools everywhere, are waiting for just the kind of exchange of ideas that can be had through these pages. On another page some of the questions and suggestions, doubts and requests will be mentioned.

When we realize that the plan comes entirely unheralded and that the manager has nothing but his willingness in his favor, the response up to this time has been nothing less than wonderful.

There is a noticeable attitude, however, that members are willing to receive the benefits of the Clearing House more readily than to contribute toward them. That is natural. That is expected. But when the present members become instilled with the same spirit of co-operation as that which actuates the present minority, the bulletins will become some of the most valuable contributions to Junior High School investigations that have ever been made.

How long should it require for a project like the Clearing House to become strong? At present rate of progress the September bulletin will be issued to a thousand members.

Write at once your suggestion or inquiries about Junior High Schools.

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With one thousand members the Junior High Clearing House bulletin of September will be increased to 100 pages.

Don't fear to challenge anything or everything you see in the "Clearing House" pages.

### SEVENTEEN WAYS TO SUPERVISE STUDY.

1. In Latin the Eighth grade work is largely development work because the pupils of this grade seem to need more help. In the Ninth grade more definite assignments can be made and study can be better supervised.

2. There is not much supervision of study required in the work in Occupational Geography. The work consists chiefly of class discussions from outlines, as this seems the best way to hold the interest of the class.

3. Supervised study is successful where a definite assignment can be made. History is one study in which it can be made especially valuable. Sometimes, where lessons are divided into different parts, a class discussion is held. One member of the class takes charge of the discussion. Other pupils ask and answer questions. In Arithmetic an explanation of the work comes first, followed by the problems.

4. The teacher of General Science prepares an outline for each lesson. Questions are written on the blackboard with the most important ones checked. The teacher gives help during the time the answers are being written. Sometimes an interpretative outline of the work or experiment is put upon the board to use for the discussion which follows. There is a tendency to help too much during the time of the supervision of study.

5. Each pupil has a problem to work out in the drawing work of the Manual Training department. Whenever it is a common problem, it is a matter of class discussion. It is better for a pupil to work out his own problem, with a little help if needed.

6. If the children understand the principles they can go ahead for themselves. The strong pupils can help the

weaker ones. It is best to teach children to think out problems for themselves, with a little help when the pupils cannot go on with the work.

7. In studying the advantages of supervised study from the pupils' standpoint in comparison with the way I was taught, I find these are noticeable: Outlines as used are so helpful; pupils are taught to work with accuracy at greater speed; the presence of the teacher eliminates the need of an answer book; a pupil can study best his own way, with proper guidance; books are always there when needed; questions on the board teach pupils to work for themselves; note books help.

8. It is difficult to determine just what supervised study is—the whole class hour or the "study" part of the period. Methods of study adopted by individual pupils are best for those pupils, I find. Supervised study is similar to the old country-school method. I have not taught the child "a way" to study.

9. We cover more work with supervised study than without it. Reading aloud helps the Seventh grade pupils to understand the assignment. Questions are more helpful than topics. Unimportant parts of the work can be omitted.

10. Help was given when needed. Note books were used for all work. Pupils asked questions and gave suggestions. When tests were given, it was found that grades were higher as a result of this method.

11. As a result of supervised study, good pupils can withdraw when they are well prepared and work on some other work. Repetition makes work less interesting. Those pupils who work ahead help the slower ones. The pupils who work ahead help themselves by helping others. The lesson should be well motivated; the pupils should see what is coming next. Individual conferences reveal individual weaknesses. Make each pupil a reader of History.

12. The socialized recitation is supervised study. Board work is especially satisfactory. It is a good plan to allow pupils to make their own corrections and discuss them.

13. Study can be most satisfactorily supervised in Mathematics. If the lessons are well developed, pupils will work enthusiastically. The interested pupils will create an interest in the work in those pupils who take up the work less readily.

14. The success of supervised study depends upon the assignment and preparation. The teacher can help some and hurry others. It is best to encourage questions during class period and discourage questions during the study period. Too much help is likely to prevent the development of the pupils' reasoning power.

15. The teacher as well as the pupils must be busy at all times. Announce the assignment, explaining the amount and kind of reading and study which will be required. Always assign practical problems.

16. A subject can be killed by over-supervision. In Algebra, the method of dividing the class into groups, which study alternately during the class period has been used successfully.

17. Help those who are in special need of help. Allow the strong pupils to work with the weaker ones. This is an incentive to all. It is well to have the pupils go through the process with you instead of doing corrections although the replies have arrived at a regularity which yourselves.

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One of the late issues of the Mathematics Teacher reviews "Junior High School Mathematics"—3rd course (McMillan). This is the third book of a series and is designed for the last year of Junior High School or the first year of High School. It is consistent in the way it completes the course for Junior High School, but does not seem to conform to the best thought on what should be taught in the first year of ordinary high school.



### The Six-Six Plan of School Organization.

P. P. CLAXTON, COMMISSIONER OF EDUCATION.

In answer to an inquiry Commissioner Claxton states his position on the so-called "six-six" plan, as follows:

The reasons for grouping the twelve years of elementary and secondary schooling into six years of elementary and six years of high school are very numerous. I know of no valid reason for the present plan of eight and four. My suggestion is that there should be six years of elementary school and six years of high school, the high school period being divided into two sections of three years each; the first three years might be called junior high school, the second three years senior high school. These are some of the reasons:

1. The beginning of the adolescence period comes for most children between the ages of twelve and thirteen. Children entering school at six years and attending regularly, finish the sixth grade at this time. This, the beginning of adolescence, marks the transition from childhood to youth.

2. Any careful study of schools in various parts of the country will reveal the fact that children now mark time to a large extent through the seventh and eighth grades. This is especially true where the subject matter, methods, regimen of the elementary schools are carried through these grades, and the children are taught by teachers with training for elementary schools. With a six-years elementary school it would be easily possible to promote the teachers with the children from grade to grade, thus gaining the large volume that comes from teachers and children remaining together until the teacher knows the needs of the children, their strength, their weakness, and can build intelligently on all the work of previous years.

3. Beginning the high school with the seventh grade will make much easier the departmental work which should begin at least this low down. It will also make it much easier to begin work in such high school subjects as for-

ign languages, constructive geometry, and real literature, at this point where they should be begun. The study of languages, especially of modern languages, should be begun in a practical way before children have passed the time when they can learn in this way. This plan will also make it possible to introduce manual training, domestic science, and various forms of vocational work two years earlier than they are now begun. It is easy to see the advantage of this.

4. Our secondary school work is now at a great disadvantage as compared with the work done in the secondary school of European countries. By giving six years to the high school, the boys and girls who go to college may easily have on admission to college, a much larger amount of mathematics, languages, and other subjects than they now have. I feel quite sure that by an arrangement of this kind and a little more care in the preparation and selection of teachers we may gain for most children two years in the twelve.

5. The division of the high school into two sections of three years each will make easier a second differentiation of work at the end of the first three high school years.

6. At present less than thirty per cent of the children enter high school. The compulsory school age in most states corresponds quite closely with the elementary school period of eight years. Parents and children are thereby confirmed in the idea that elementary education is all that is needed. Besides, the break between the elementary school and the high school at this time suggests leaving school and makes it easier. If the break came at 12 or 13 the great majority of children would be in high school, doing high school work under high school conditions, when reaching the limit of the compulsory attendance age. For this reason, I believe a much larger number of them would remain for more high school work than now enter the high school.

In many towns and some cities the high school buildings are now so few that many children live inconvenient distances from them. The plan suggested would justify

more high school buildings and thus make them more convenient to all children.

Within the last few years this division of the twelve school years into six years of elementary school and six years of high school has become quite common, and the theory is now quite generally accepted as sound.

Our next issue will contain as complete a list as possible of the universities and colleges which will give courses on the Junior High School during this summer, with the dates of beginning and ending.

At the University of Chicago "Meeting with Secondary Schools" which is to be held May 12, 13, 14 a special Junior High School program has been arranged. Three Junior High School principals have been invited to give addresses upon various phases of "The Status of the Junior High School." The speakers at this meeting will be James M. Glass, Washington Junior High School, Rochester, N. Y.; S. O. Rorem, East Junior High School, Sioux City, Iowa; and Phillip W. L. Cox, Ben Blewett Junior High School, St. Louis, Missouri.

The real work of the Junior High Clearing House is going to be done during the five months following September, 1920. The five issues appearing during September, October, November, December and January will contain the cream of all the investigations which have been taking place and will continue to take place among the Junior High School Clearing House membership. The membership fee is not likely to be reduced at any time.

Supt. H. Claude Lewis writing in the "Utah Educational Review" for March-April makes the statement that cold storage education is passing away. In its place is coming a rational plan of vitalized education, made possible by our recent psychological knowledge. A brief outline is given for the different school groups, among which we find a good one for Junior High School.



## A SURPRISE TO US ALL.

If anyone had told us that Iowa had 25 Junior High Schools we would have laughed in his face a few days ago, but we have discovered from our statistics that there are actually 36 Iowa schools which claim Junior High School organizations.

One reason why this information has not come to light before is that most of the statistics concerning Junior High Schools has been drawn from cities having populations of 5,000 and up. Of the 36, 11 are in cities with a population of more than 5,000. Heretofore, Iowa has been given credit for only one, and that was the East Junior High School of Sioux City. We are glad to know that the state has as many as have now been reported, but this list does not include 15 or 20 towns in which the principal of the High School acts also as the principal of the Junior High School and the number of towns is incomplete as it stands.

In support of the statement that there are 36 Junior High Schools in Iowa, we publish this month a list of the cities with the names of the principals and the schools where a distinctive name has been given.

JUNIOR HIGH SCHOOLS AND PRINCIPALS  
OF IOWA.

Carroll	5,000	Helen L. Thompson	
Charter Oak	1,000	Remda Hutland	
Clarinda	5,000	C. E. Hoskinson	Lincoln
Denison	4,000	C. M. Wheeler	
Des Moines	120,000	R. J. Cornell	Amos Hiatt
Des Moines		W. O. Allen	Washington Irving
Des Moines		Mary M. Kaynor	Crocker
Earlham	1,000	Zena Fessenden	
Eldora	3,000	Edna Wilson	
Goldfield	1,000	Edith Butler	
Marion	5,000	Laura Tripp	
Mo. Valley	4,500	Ada Beagle	
Nevada	3,500	Bessie T. Maxwell	

Cedar Rapids	50,000	Jennie E. Post Estella Swem H. M. Thompson Frances Prescott	
Clinton	35,000	Cosbi Cummings	
Davenport	55,000	R. P. Redfield	John B. Young
		A. I. Nauman	East
		C. C. Minard	West
Guttenberg	2000	Helen Fahey	
Iowa City	1400	Katherine Berry	
Kelley	500	Tirzah Smith	
Nora Springs	1,500	Mae O'Harrow	
Ogden	2,000	Julia Grady	
Pisgah Consol'd	500	Lela Geberson	
Red Oak	6,000	Irene Ockerson	
Sac City	3,000	Alice Wykle	
Sewal Consol'd	500	Margaret Adams	
Sioux City	70,000	S. O. Rorem	E. J. High
		L. W. Feik	W. J. High
Spirit Lake	2,000	Stella Hoover	
Storm Lake	3,000	Vera Winters	
Stuart	2,000	Bertha Nutter	
Traer	2,000	Emma Sherrett	
Vinton	4,500	Maude Goocher	
Washington	5,000	J. R. Allen	
Waterloo, E.	45,000	E. L. Ritter	

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### SEPARATE COPIES.

Single copies 25c each; single sheets 5c each; ten copies of single sheets 25c; twenty-five of single sheets 45c; 100 copies of single sheets \$1.00.

(The single sheets are mentioned in order that members who find occasion to use any lists of questions or the like may get them in duplicate without buying complete copies.

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RESULTS OF QUESTIONAIRES.

As this issue goes to press it is evident that the results of questionnaires printed in bulletin Number One can not be tabulated this time. There are two reasons for this: First, there have not been as many replies as we expected, although the replied have arrived at a regularity which shows that many others which have been delayed and postponed will arrive later. Secondly, some of the questionnaires which are at hand now came too late to be tabulated.

Most school people despise the questionnaire; many others endure them; a smaller number fill them out in the interest of education. A member should consider it not only a duty, but a privilege to contribute the information concerning the school and concerning his experience in school work, so that he may receive the benefit of a compiled experience of all who do fill their questionnaires promptly.

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H. P. Smith, of Newton, Iowa, writing in the April number of "Midland Schools" says that the public must accept the fact that we are to have teachers' organizations, and points out that it remains to be seen whether they will be led from within their ranks or by outsiders. Under five headings he outlines for what these organizations may stand and yet be professional.

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Keynote of Washington Junior High in Rochester, New York: "All activities are planned to make the school itself a direct preparation for the life in the city which Washington Junior High is serving."—School Review for February.

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The School Review for April carries a report on Wm. Backus' new book, "Our United States; a History" (Silver Burdett). "The world war and its outcome have demonstrated that our U. S. History texts must be written from a new viewpoint." The author claims that his book connects the history of our national life with the rest of the world. He treats the Revolutionary War as one phase of a larger revolution against kindly usurpation, and the

war of 1812 as an incident in the Napoleonic Wars. He emphasizes the foreign relations of the U. S. and gives much attention to social and economic history.

In the March issue of "Education " is the report of the Committee of the National Vocational Association of the U. S. "Every community should work to bring together its industries and its educational system so as to make available to each individual child the maximum of opportunity, both in school and later life."

The question of civics in Elementary Education is discussed in the Missouri School Journal. In brief the writer points out that the child should be led to see that laws are the outgrowth of deeds of a community; and that no man can live independently of his fellow citizens.

The increase in school funds made in various systems deserves special comment. In almost every case the result will be erection or enlargement of Junior High Schools.—School Review for January.

Sees great drive for Junior High Schools in resolutions presented at the last meeting of Academic Principals in the State of New York.—School Review for February.

The Washington Junior High School of Rochester, New York, and the Junior High School of Lawrence, Kansas, have been giving the Otis tests, with notable results. Nineteen hundred and nineteen pupils entering the Seventh grade of the Junior High School were given the tests and rank according to their excellence.

It was found that out of 45 pupils recommended for special aid or "Opportunity Classes" by contributing schools, only 18 fell into the low groups; later five more were transferred, leaving only 23 slow pupils as against 45.

In the Lawrence Junior High School tests were given to the 397 pupils enrolled that were then grouped according to the intelligence quotients. In this school there are

three distinct groups of pupils; the normal and accelerate, second group, a large percentage in the dull classification and a third group of matured pupils who are retarded three or four years. With these three groups in Junior High Schools it has been found that the Otis scale simplifies matters of discipline, subject matter and methods.

—School Review for April.

We note from the "Missouri School Journal" that one of our sponsors, Mr. Geo. W. Diemer, of Excelsior Springs, was appointed as a member of the executive committee at the Missouri Superintendent's Meeting held at Jefferson City, February 13-14.

Washington, Iowa, February 29, 1920.

Dear Editor:

I favor legislation on teachers' salaries similar to that expressed by Merton Crowl, principal of Glidden Consolidated Schools:

1. Twelve months' pay.
2. Minimum salaries for all grades of teachers, rural teachers with twelve weeks' normal training (above high school) \$1,200; grade teachers with two years' training (above high school) \$1,500; High School teachers, \$1,800; Principals, \$2,400, and Superintendents, \$3,000, with a further provision that Principals receive not less than \$300 more than any teacher.

3. It should be compulsory for school boards to elect teachers who are trained rather than untrained teachers if these are applicants of proven worth even though the salary might be a little more in complying with the minimum salary law. (It would be understood this third section would not in any way affect an untrained teacher already in the employ of the board.)

4. I would also favor a percentage increase for teachers fortunate enough to be re-elected, until such increase had brought the total to a certain figure, based on ten years' service.

Yours truly,  
J. R. Allen, Principal Junior High School.



## AN URGENT CALL.

Prepare your English teachers, Mathematics teachers, Science teachers, Manual Arts teachers and all other teachers to answer to the demand for specific information. Our sponsors and other members are calling for experiences and experiments made by teachers in schools of the United States. Three hundred to 500 words by each of 100 teachers of Mathematics is a possibility of an early issue. Similarly for English and the like.

Send us as soon as possible the names of teachers whom you assign to write the article for each subject of your curriculum. The teacher need not be a member unless desirous of receiving the mine of accumulated experiences. (The last five issues of the Clearing House.)

Suggestion: *What our Junior High Is Now Doing in Classes of English (Mathematics, etc.)*, as to methods, devices, new ideas, new plans, new subject matter.

Send your teachers' names now. Ask them to send the articles June 1, not later than the 15th, for the September number.

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A discussion on the sixty minute period is published in "Ohio Educational Monthly" for March. It is urged that the term "supervised study" be replaced by the term "directed study." There is the danger, that with the teacher always on hand to assist that the pupil may lean on a crutch, as it were. Interesting to note are the findings of Professor Breslich, of the University High School, of Chicago, that under directed study the poor students gained 12.3 per cent, while the good students suffered a loss of .9 per cent.

**SUPERVISED STUDY AS A SCHOOL PROJECT.**

S. O. ROREM, EAST JUNIOR HIGH, SIOUX CITY, IOWA.

In the supervision of study, the official nearest the scene of activity—the principal—should follow out his judgment as to what should be done by the pupils and by the teachers in the supervised study period, for the best general welfare of the building. This does not mean that the city with numerous schools should leave separate buildings without a general system for the whole school unit, nor does it mean that the principal should supplant the superintendent in any part of the latter's duties. But it does conclude that the principal, if fitted for his place, should be the director, determiner, and improver of the class room work.

In a small system where one person is the superintendent as well as the principal of the one school building, the situation is simpler. But where Senior High Schools, Junior High Schools and Elementary Schools have been separately housed or where departmental work has been adopted in the seventh and eighth grades, the problem enlarges. There must first be a settled policy as to the grades where supervised study is to begin, and a point where it may be considered advisable for it to be discarded.

Since this discussion proposes to remain within the limit of high school years and preferably within the Junior High School limits, the value of a supervised study policy concerning the development instruction of the six elementary grades will not be considered. But beginning with the seventh grade there is a definite need of class room guidance in study. The child of twelve has just passed his imitation period, in which he needs and prefers authority, memory, and rote. He now begins to doubt, to conclude, to examine. Unless he is taught how to handle new impressions, which are now too numerous for him to com-

mit to memory, he is sure to flounder unhappily. The seventh grade is certainly late enough to begin. It is a question how long the supervision of study should continue, but two or three years of careful guidance should develop a child's ability to take from a lesson the desired information, to reach satisfactory conclusions, and to gain useful experience from his study.

At present, many high schools require supervised study all four years, and in all subjects. When the supervised study is delayed until the ninth grade, it is probable that it should continue two and one-half or three years, on account of the careless habits of study which may have been established previously. Eventually, it seems, the Junior High School years will be the ones where supervised study is *introduced* and *discontinued*, because if the course of study of the 7th, 8th, 9th and 10th grades is condensed into the three Junior High years it is reasonable to expect that pupils will in that time have gained sufficient studying ability to attack intelligently the courses of high school, college or private inquiry.

Next there will have to be established a definite form or system of supervised study. Seven different forms have been cited by Hall-Quest, each having a type of study supervision from the most casual to the most helpful. The "eclectic plan," or combination, may leave pupils in bewilderment as they transfer from one teacher to another. The "assembly hall" method, the "occasional personal conference" and the "study-coach plan" are not sufficiently frequent or helpful. The "occasional" supervision of backward, absent, or unwilling pupils, can scarcely be named as a type. But the "one-study-period" each week with the subject teacher, or the "divided period" in which the pupil recites and studies in the presence of the subject teacher, furnishes the direct contact of the proper kind with the one who knows best the desired aim. Some day, any type of study of study period which does not furnish



frequent teacher-pupil contact will be denied the name of supervised study. The divided period or double period seems to stand as the most distinct type at present.

Given the need, the supervising power, the grades concerned, and the type of class room work, the next matter is the establishment—rather the development—of details which will safeguard classwork. These details must not be too invariable in their requirements and scope. There must be left to the teacher much chance for individuality. In the same way that a superintendent makes uniform the general practice for all the buildings of the city, the principal must unify and control the tendency of all the rooms within his building. If either the principal or the teacher is merely the automaton of a higher decree, the human element in the school work is entirely superfluous. Certain matters can be standardized, certain limits may be established, and certain methods may be recommended and approved, without stifling any of the teacher initiative.

This standardization must be worked out and observed out. If the principal decides what *must* be done, resignations will be frequent and supervised study will have new enemies. But, *with* the teachers, *from* their classes, *from* the principal's observation, and *from* their collective judgment, the final conclusions may be crystallized into helpful guide. Less attempt will here be made to reach conclusions than to suggest processes of supervising the conclusion-development.

Some of the principal matters of concern will be as follows:

1. How shall the period be divided?
2. What is expected of any teacher in the class room?
3. How shall a teacher employ herself while pupils study?
4. What shall be the manner of studying lessons?
5. How shall the class group be conducted?
6. What conduct shall be expected of the pupils?

7. How shall the teacher handle the special subject?
8. How shall pupils of varying abilities be managed and kept busy?
9. What is the basis of teacher-merit under supervised study?
10. How should (or may) teachers contribute to general policy?
11. What observation of the teacher's work is desirable?
12. What are the tests of the system's efficiency?

It is clear that this is not the place to discuss at length the twelve propositions. Still a paragraph of varying completeness is due, to specify the despatch or concern considered satisfactory here, or suggesting the scope that each may embrace.

#### Division of Period.

1. The division of the period must be adjusted to suit the subject handled by a teacher. The length of a period is less important than the disposition of time. Since supervised study periods range from 40 minutes to 90 minutes, the mean may eventually be adopted—the “sixty-minutes-in-the-clear” period. That will be discussed here. An inelastic 30-30 period is useful only in rare cases, but is a fair division of time if allowed to vary even to 40-20 or 50-10 when judgment requires. The 35 minutes of study and 25 of recitation better meets the general needs. Still a third plan which divides the period into three parts seems to meet the demands of the Junior High School admirably. A 10-30-20 division with a five minute variation in either direction is useful. The ten minutes are for development of the lesson, the thirty for supervised study, and the twenty minutes for lesson adaptation and discussion. A four, five, or six part period is possible and advisable in some subjects. Once given the responsibility of deciding, teachers of a subject may limit themselves to a satisfactory standard.

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**Relation of Teacher.**

2. Each teacher must keep in mind what is expected by way of co-operation: as a teacher, as a class room director, and as a disciplinarian. That can well be reviewed briefly from time to time after teachers have acquainted themselves anew with their copies of books on school methods.

**When Pupils Are Studying.**

3. How a teacher shall employ herself when pupils apparently need no help—when they are studying busily—is one of the most distressing points to decide upon. Supervisors have said “teachers must remain standing” or “keep your eye on the pupils” or “do all routine work outside the class room.” But among teachers as well as pupils, the active mind finds greatest torture in inactivity. The greatest labor for many teachers is “watching.” Taking a seat among the class frequently offsets the need of watching and saves time in reaching those who need direction. Planning of a next day’s work while seated by pupils seems justifiable; estimating grades and standings of pupils and completing school duties or reports might be permitted if the privilege is not abused; in fact, a teacher’s secondary duty is to keep profitably busy. A notebook of school observations could well be maintained for welfare of the class, the subject, and the school. Those spare moments and the notes produced could be the greatest progress guides the school systems have known. However, the primary duty is guidance of the pupils toward enjoyment and understanding of the subjects in hand.

**Studying Method.**

4. The manner of studying lessons must get back to aims and purposes. Whenever it strays aside, the benefit of the study lessens. The *aim* or *reason* must be found. If there is none either definite, or adaptable, or interesting, the study should not be made. But pupils can some-

times find motives when teachers have given up. Pupils, when given such a challenge, oftentimes unearth long buried gems and soon have them polished to brilliancy. But the motive *must* be found. Aims of education have required volumes for discussion, but a little suggestive direction about finding general aims and motives would give teachers who never saw a volume on educational topics a basis for intelligent investigation. A class of pupils can be taught to handle alone and individually the search for reasons, whenever additional ones are necessary. The natural way for people to study is to follow a "desire to know" something or to follow a need which has arisen. But the former motives pupils had as inspiration are similar to these: "Because I said so," "If you don't you will be punished," "You will fail," "You will have to take it again next year," "You will get a bad mark on your card." There are few red-blooded Americans under 16 or over 16 who would be greatly inspired by such remarks. When curiosity, fun, doubt, reason, purpose, gain cannot furnish the stimulus, something is wrong with the subject matter or the teacher.

#### Class Procedure.

5. The "class group" may be studied as to methods of handling, from the numerous books of method. The manner of conducting the recitation can be improved by careful observation and use of judgment in the question and answer work of the class period. The use of the socialized recitation plan may be tried when the teacher has become settled in his class procedure.

#### Discipline.

6. The group discipline is a thorn in the teacher's spirit, because few teachers can enter into sympathy with the attitude of the pupils. Orders are insufficient, commands bring evasions, and threats bring breach of spirit. Punishments destroy comradeship unless there has been a civic pride established within the class. Discipline for

a *purpose* which is clearly known to every boy and girl is a part of training citizenship through supervision, but there must be a real vigorous principle behind the general requirements—the pupils must have definite individual responsibility. “Because I say so” turns rooms into confusion or causes the next teacher unnecessary problems.

#### Separate Subjects.

7. The special method for a special subject calls for initiative, testing, observing, daring, but especially for close relationship with the pupil's experience. It is useless and unwise to discuss here what purpose and methods each study of a school curriculum should approximate. Still every school, whose teachers attack this problem by intentionally ignoring for a while what college men, textbook writers, or books on educational theory have said, will have a more efficient faculty afterward than ever before, regardless of the finality of their conclusions. Teachers of the separate subjects, and the principal, guided by the unconscious effervescence of practical boys and girls will reach conclusions of Kimberley value.

The principal should be able to stand, if need be, between the possible error of a teacher's first fruitage and the tempering of a standard policy. First products may be almost useless, but as teachers gradually cover the stretch of territory which lies between them and the present vanguard of educational thought, they will with encouragement be able to make definite contribution from practice, far exceeding in merit the theory view of colleges' and textbook authors' dictatorship. Teachers are exceptionally timid in giving progressive suggestions. It takes careful guidance to change the misapprehended schoolroom sphinx into a real, human, sympathetic investigator of the best ways of getting response from interesting little dynamos and geysers. Each teacher should start independently at first. Then the group of teachers of a subject should exchange ideas. Later the principal should elim-



inate every reasonless recommendation. Finally the school should publish outlines, synopses, or even textbooks for every semester of work in every subject of the curriculum. Until then, there should be no standardized supervision, for the reason that there can be no standard. The fulfillment of this ideal is far off. But teachers who would properly supervise study must acquire, somehow, the spirit, enthusiasm, and initiative of the most aggressive teacher of the school, and leave the tempering to the principal.

#### Pupil Variables.

8. Pupils of varying ability must be handled differently. Here the question of progress-standard comes up. Should the disinterested pupil or the clever pupil be the criterion? Cleverness and school success are often gauged by obedience and parrot-memory rather than by real awakening of the pupil. If Mary is willing to work hard without a reason, and Harry "can't see no sense to it nohow," Mary is given credit for being brighter. Here the native ability of Harry and Mary *might* be equal. But assuming that the difference is actually one of ability of pupils in the same class, how shall they be handled under supervised study? Neither the disinterested (slow) pupil, nor the clever (rapid) pupil needs to stand as criterion. In the average class one-fifth of the pupils are slow, about three-fifths are medium in progress, and about one-fifth are quick to learn. It is impractical to separate them into classes according to their ability unless the school is large enough to maintain five classes in each subject of each semester. Even then there would be trouble over imaginary discrimination in favor of and against pupils.

Real supervision will have to give attention to the various groups by making the segregation within the class. It is possible to have separate rates of speed within the same class by holding the reciting period to discussion of basic principles and common elements and practical applications to experience. The "work" period or study period may be left open to those who are able to proceed

rapidly, mediumly, or slowly, so that each pupil may be kept going at his maximum rate. The teacher can arrange the study groups in different parts of the room and divide her time among those who need special attention. If the rapid group can do one and one-half semesters of work while the medium group does one semester and while the slow group accomplishes only two-thirds of a semester's work, all going at their maximum rate under the teacher's guidance and supervision, they should be entitled to the credit for ground covered. Mathematics is the simplest subject with which to carry out this plan, but supervision of study demands that progress-adjustment-problems must be worked out, soon or late. Good systems of individual or group promotion can be created or borrowed.

#### What Constitutes Merit?

9. The principal ultimately needs a standard of merit by which he guides his teachers and himself in the school policy. It will be based upon the principles of good teaching and classroom management. In working out the suggestions or standards, the use of colloquial phraseology in stating the merit-points will do much toward making them seem possible. Thus, instead of "Application of Subject Matter to Individual Experience," the statement could be:

"A teacher finds pupils more alert when he first draws from them all they know as a group about the topic of discussion." This merit-list would not be greatly different from one taken from any good volume on principles of teaching. Vagueness and generalities, however, cause great disturbance in the mind of pupil and teacher and principal.

Common purpose, common terms, and common methods are the goals of the merit standard for the teachers. Based upon the theory that nothing should be done for a pupil, or for *anyone* else, which he can do for himself, the best standard of merit is likely to be the one which any school organization initiates by itself.

### Contribution.

10. The contribution to the general policy is a direct outgrowth of the situation mentioned in the previous paragraph. It is concerned especially with improvement of the policy *after* one has been established. A corps of teachers who are supervising study classes day after day should be able to contribute frequently to the fund of experience. The teachers' notebook of new good ideas mentioned under "disposition of the teachers' time" may be made the catch-all of new ideas, or notes on needs, desires, and experience of the classroom. All suggestions should be reduced to writing and should be allowed to cool for several days, while the point is being discussed individually with other teachers, before being passed on to the principal. This precaution prevents over numerous disturbances of policy stability.

It matters little how poor or weak the present policy may be, if every teacher earnestly and professionally strives to make his class more effective, and is willing to add to the policy war chest every idea that seems to be of promising value. Any group of teachers which is not capable of furnishing more ideas for the general study policy than any principal should be rapidly weeded out, unless they had been previously gagged by the unconsciously forbidding or jealous attitude of the principal himself.

### Class Observation.

11. When any stimuli have set loose the teacher-initiative, the big part of the supervision has been accomplished. Given an earnest worker, anxious to do his task well, results will eventually take care of themselves. But with the teacher doing the very best possible, and with the principal in the bleachers to cheer (or figuratively shout "rotten") there is the added self-inquiry the teacher must make: How does my work look to others? The principal's observation need not be superior or critical. By making frequent visits to each teacher, he may easily discover



some peculiarity of method or procedure which a word will improve. A refined young teacher had fallen into an unconscious bad habit of replying, "All right, sure!" after each satisfactory recitation made by a pupil. A kind word of reference to the habit headed off her single handicap.

Teachers usually welcome the observation visits, but are likely to feel that they must "display something" for the visitor's sake. Invariably the observer is forced to overlook the unnaturalness, and suggest that the teachers "shut their eyes to him" until he breaks in upon the class work, if he interrupts at all. If a test is on, it should be kept on. If a punishment is begun, it should be completed regardless of the principal's arrival. If an explanation, discussion or argument is on, it should be finished in the manner planned.

The minimum of observation should be once a week into each room, with at least two complete class periods sat through each semester. The more nearly two-thirds of his time the principal can spend upon instructional supervision, the better will be his school.

#### Testing Supervised Study.

12. The efficiency of the supervised study system will be judged by the same results as any other method or system of study. Still it may be worth while to state briefly those results which must be evident in the two ends of the study period: the teacher and the pupil.

The teacher must become alert, must search constantly for new methods and devices, must co-operate professionally with associates, must contribute from observation and experience to the general policy, and must be happy, youthful, buoyant, and dynamic in the class relationship.

The pupil must show the results in a different and more precise manner, which may best be put into questions, all of which should be answerable in the affirmative:

1. Does the pupil seem happier?
2. Does he like difficult tasks?
3. Can he find a reason for work and a reward for

attempted successes?

4. Can he concentrate and work at high speed for 20 or 30 minutes?

5. Does he like to talk about matters outside of the book-lesson, applicable to the discussion period?

6. Does he stay in school more years than he would have stayed if hadn't been of "some use"?

7. Is there an increase in school attendance average?

8. Is there a larger percentage of pupils passing into advanced classes?

9. Is there a traceable cause for this, coming out of supervised study?

These questions cannot all be answered without testing percentage of past years, nor without great amount of investigation, but the business establishment or school establishment whose invoice or trial balance are not worth the effort should be closed up before the crash comes. Still the inventory may reveal leakages which may be repaired. These tests may show virtues or faults, improvement or need of improvement, by which subsequent action may be guided.

But once the system is put in accord throughout all buildings within a school district, the details of supervision may be worked out in separate schools for the best interests of the pupils as judged best by the persons who are paid with public money to stimulate every worthy, dormant impulse and to develop every worthy latent ability of youth. Supervision gives uniformity, purpose, and administration to the supervised study system. This opportunity of teaching pupils to be self-reliant in study, an ability usable in school and out of school, is too great to be overlooked because of insufficient supervision. A superlatively good teacher might be able to get the same results under any other system, but the study-recitation period under teacher-pupil contact in all the class rooms, affords the nearest approach to maximum development that has yet been attempted.

# Please Fill This Out

JUNIOR HIGH CLEARING HOUSE

35

Name of School\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Superintendent\_\_\_\_\_ Jr. High Prin.\_\_\_\_\_

Whn established\_\_\_\_\_ What grades\_\_\_\_\_

No. of Pupils\_\_\_\_\_ No. of Teachers\_\_\_\_\_

No. of rooms used\_\_\_\_\_ Separate Bldg.\_\_\_\_\_ New Bldg.\_\_\_\_\_

Other Junior High Schools in the city:

Name of School.

Principal.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Junior High Schools in the State:

City

State

No.

Sure or  
Reported

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Report by \_\_\_\_\_



# JUNIOR HIGH SCHOOLS IN CITIES OF 100,000 POPULATION AND OVER.

## RECORDS OF COMMISSIONER OF EDUCATION Washington, D.C.

Cities.	No. of J. H. S.	Grades Included
Los Angeles, Cal.....	8	7-8-9
Denver, Colo.....	2	7-8-9
Bridgeport, Conn.....	4	6-7-8
Chicago, Ill. ....	3	7-8-9
Detroit, Mich.....	3	7-8-9
Grand Rapids, Mich.....	4	7-8-9
Minneapolis, Minn. ....	3	7-8-9
St. Louis, Mo.....	1	7-8-9
Newark, N. J.....	3	7-8-9
New York City.....	14	7-8-9
Cincinnati, Ohio.....	1	7-8-9
Cleveland, Ohio.....	17	7-8-9
Columbus, Ohio.....	9	7-8-9
Philadelphia, Pa.....	1	7-8-9
Pittsburgh, Pa.....	2	7-8-9
Richmond, Va.....	3	6-7-8
Spokane, Wash.....	3	7-8-9

### In Cities of 30,000 to 100,000 Population.

Berkeley, Cal.....	4	7-8-9
Pasadena, Cal.....	1	7-8-9
Sacramento, Cal.....	3	7-8-9
New Britain, Conn.....	1	7-8
Tampa, Fla.....	2	7-8-9
Decatur, Ill.....	1	7-8
Quincy, Ill.....	3	7-8-9
Springfield, Ill.....	4	7-8-9
South Bend, Ind.....	1	7-8
Sioux City, Iowa.....	2	7-8-9
Kansas City, Kans.....	1	7-8-9
Topeka, Kans.....	3	7-8-9
Wichita, Kans.....	1	7-8-9
Covington, Ky.....	2	7-8
Lexington, Ky.....	1	7-8-9
Brockton, Mass.....	8	8-9
Chelsea, Mass.....	3	7-8-9
Holyoke, Mass.....	1	7-8-9

Lynn, Mass.....	2	7-8
Somerville, Mass.....	3	7-8-9-10
Flint, Mich. ....	1	7-8-9-10
Kalamazoo, Mich.....	3	7-8-9
Duluth, Minn.....	4	7-8-9
Butte, Mont.....	1	7-8
Lincoln, Neb.....	3	7-8-9
Manchester, N. H.....	1	7-8-9
Hoboken, N. J.....	1	7-8
Trenton, N. J.....	2	7-8-9
Mt. Vernon, N. Y.....	1	7-8
Allentown, Pa.....	4	7-8
Bethlehem, Pa.....	1	7-8-9
Johnstown, Pa.....	1	7-8-9
Chattanooga, Tenn.....	1	7-8-9
Houston, Tex.....	3	7-8-9
Salt Lake City, Utah.....	8	7-8-9
Roanoke, Va.....	1	6-7-8
Huntington, W. Va.....	3	7-8-9
La Crosse, Wis.....	5	7-8

**Cities of 10,000 to 30,000 Population.**

North Little Rock, Ark.....	1	7-8-9
Pomona, Cal.....	2	7-8-9-10
Norwalk, Conn.....	2	7-8-9
Brunswick, Ga.....	1	7-8-9
Waycross, Ga.....	1	6-7
Belleville, Ill.....	1	7-8
Jacksonville, Ill.....	1	7-8
East Chicago, Ind.....	2	7-8-9
Elkhart, Ind.....	1	<del>7-8-9</del>
Kokomo, Ind.....	1	7-8
Michigan City, Ind.....	1	7-8
Peru, Ind.....	1	7-8
Richmond, Ind.....	1	7-8
Vincennes, Ind.....	1	7-8-9
Waterloo, Ind.....	1	7-8-9
Hutchinson, Kans.....	1	7-8-9
Lawrence, Kans.....	1	7-8
Leavenworth, Kans.....	3	7-8
Paducah, Ky.....	1	7-8
Shreveport, La.....	1	7-8
Auburn, Me.....	1	8-9
Arlington, Mass.....	1	7-8
Leominster, Mass.....	1	7-8
Revere, Mass.....	1	7-8-9



# JUNIOR HIGH CLEARING HOUSE

29

Adrian, Mich.....	1	2-8-9
Battle Creek, Mich.....	1	7-8
Holland, Mich.....	1	7-8
Ironwood, Mich.....	1	7-8
Sault Ste. Marie, Mich.....	1	7-8
Marikato, Minn.....	1	7-8-9
<b>Winona, Minn.....</b>	<b>1</b>	<b>8-9</b>
Hannibal, Mo.....	3	7-8-9
Great Falls, Mont.....	1	7-8
Berlin, N. H.....	1	7-8
Concord, N. H.....	1	7-8
Keene, N. H.....	1	7-8
Nashua, N. H.....	1	7-9
Portsmouth, N. H.....	1	7-8
Bloomfield, N. J.....	1	7-8
Bridgeton, N. J.....	1	7-9
Hackensack, N. J.....	1	7-8
Montclair, N. J.....	3	7-8-9
West Orange, N. J.....	2	7-8-9
Ithaca, N. Y.....	1	7-8-9
Port Chester, N. Y.....	1	7-8
Fargo, N. Dak.....	2	7-8-9
Warren, Ohio.....	3	7-8-9
Muskogee, Okla.....	2	7-8-9
Tulsa, Okla.....	1	7-8-9
Salem, Ore.....	3	7-8-9
Chambersburg, Pa.....	1	7-8
Columbia, Pa.....	1	8-9
Greensburg, Pa.....	1	7-8
Homestead, Pa.....	1	7-8
Mahanoy City, Pa.....	1	7-8
Monessen, Pa.....	1	7-8
Phoenixville, Pa.....	1	7-8
Pittston, Pa.....	1	7-8-9
Wilkinsburg, Pa.....	1	7-8
Jackson, Tenn.....	1	7-8
Austin, Tex.....	1	7-8
Ogden, Utah.....	3	7-8
Burlington, Vt.....	1	7-8
Walla Walla, Wash.....	1	7-8
Charleston, W. Va.....	3	7-8
Parkersburg, W. Va.....	1	7-8
Kenosha, Wis.....	2	7-8-9
Madison, Wis.....	1	7-8-9

## Cities of 5,000 to 10,000 Population.

Bisbee, Ariz.....	3	7-8-9
Texarkana, Ark.....	1	7-8-9
Santa Ana, Cal.....	1	7-8-9
Santa Rosa, Cal.....	1	7-8
Cripple Creek, Colo.....	2	7-8-9
Grand Junction, Colo.....	1	8-9
Greeley, Colo.....	1	7-8
Lewiston, Idaho.....	1	7-8-9
Blue Island, Ill.....	1	7-8
Dundee, Ill.....	1	7-8
Kewanee, Ill.....	1	7-8
Macomb, Ill.....	1	7-8-9
Monmouth, Ill.....	1	7-8
Bloomington, Ind.....	1	6-7-8
Brazil, Ind.....	1	7-8-9
Crawfordsville, Ind.....	1	7-8
Goshen, Ind.....	1	7-8-9
Hartford City, Ind.....	1	7-8-9
Madison, Ind.....	1	6-7-8
Mount Vernon, Ind.....	1	7-8-9
Shelbyville, Ind.....	1	7-8-9
Valparaiso, Ind.....	1	7-8-9
Washington, Ind.....	1	7-8
Whitney, Ind.....	1	6-7-8
Chanute, Kans.....	1	7-8-9
Galena, Kans.....	1	7-8
Iola, Kans.....	1	7-8
Junction, Kans.....	1	7-8
Newton, Kans.....	1	7-8
Salina, Kans.....	1	7-8-9
Danville, Ky.....	1	7-8-9
Dayton, Ky.....	1	7-8
Brewer, Me.....	1	7-8
Old Town, Me.....	1	7-8
Belmont, Mass.....	1	7-8
Franklin, Mass.....	1	7-8
Ipswich, Mass.....	1	7-8
Wellesley, Mass.....	1	7-8
Grand Haven, Mich.....	1	7-8
Negaunee, Mich.....	1	7-8-9
Niles, Mich.....	1	7-8
Wyandotte, Mich.....	1	7-8-9
Ypsilanti, Mich.....	1	7-8

Austin, Minn.....	1	7-8-9
Colquit, Minn.....	1	7-8
Eveleth, Minn.....	1	6-7-8
Fergus Falls, Minn.....	1	7-8-9
Hibbing, Minn.....	1	7-8
New Ulm, Minn.....	1	7-8
Red Wing, Minn.....	1	7-8-9
Rochester, Minn.....	1	6-7-8
Laurel, Miss.....	1	7-8-9
Independence, Mo.....	1	7-8
Fairbury, Neb.....	1	8-9-10
Kearney, Neb.....	1	7-8
Norfolk, Neb.....	1	7-8
York, Neb.....	1	7-8
Englewood, N. J.....	1	7-8
Red Bank, N. J.....	1	7-8-9
Solvay, N. Y.....	1	7-8-9
Tarrytown, N. Y.....	1	6-7-8
Ashland, Ohio.....	1	7-8
Bellevue, Ohio.....	1	7-8
Bucyrus, Ohio.....	1	7-8
East Cleveland, Ohio.....	1	7-8
Fremont, Ohio.....	1	7-8-9
Gallipolis, Ohio.....	1	7-8
Salem, Ohio.....	1	7-8
Sidney, Ohio.....	1	7-8-9
Troy, Ohio.....	1	7-8
Xenia, Ohio.....	1	7-8
Ashland, Ore.....	1	7-8-9
Baker, Ore.....	1	7-8
Eugene, Ore.....	1	7-8
Ambridge, Pa.....	1	7-8
Carrick (P. O. Pittsburgh).....	1	7-8
Charleroi, Pa.....	1	7-8
Clearfield, Pa.....	1	7-8
Donora, Pa.....	1	7-8
Franklin, Pa.....	1	7-8
Freeland, Pa.....	1	7-8
Lansford, Pa.....	1	7-8
Luzerne, Pa.....	1	7-8
Munhall, Pa.....	1	7-8
New Kensington, Pa.....	1	7-8-9
Rochester, Pa.....	1	7-8
Tarentum, Pa.....	1	7-8

Westerly, R. I.....	1	7-8
Huron, S. Dak.....	1	7-8
Columbia, Tenn.....	1	7-8
Bellows Falls, Vt.....	1	7-8
St. Johnsbury, Vt.....	1	7-8
Bristol, Va.....	1	7-8
Vancouver, Wash.....	1	7-8
Chippewa Falls, Wis.....	1	7-8
Rhinelander, Wis.....	1	7-8
Laramie, Wyo.....	1	7-8
Rock Springs, Wyo.....	1	7-8

Begin now to prepare the article you will wish to contribute to the Clearing House for the May or September or subsequent bulletin.

R. L. LYMAN writes of the Ben Blewett Junior High of St. Louis in *School Review* for February: The school looks upon Social Science as the core of curriculum, and therefore is not primarily interested in teaching subjects, but rather in teaching children of varying interests and capacities.

Interesting features of Ben Blewett Junior High, St. Louis:

1. Pupil advances according to maturing age and interests rather than academic attainment.
2. Class adviser following group through school cycle.
3. Grouping mode according to ability and interests.
4. Organized to facilitate progress of pupils.
5. Student government — embodying Student Congress.
6. Social studies and vocational guidance.

"The problems of statesmanship henceforth must take in all countries \* \* \* It is urgent that our whole structure of geographic education be more broadly based, being carried from bottom to top, and from top to bottom until our citizens have not an infant's smattering but a man's knowledge of our own country and the world."—*Teacher's Journal*, March, 1920.